DOCUMENT RESUME

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TITLE IEA Six-Subject Survey Instruments: Student Questionnaires.

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IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two student questionnaires for populations I, II, IV surveying general information; and two attitude and descriptive scales for populations I, II, IV surveying what students think about themselves and the schools they attend. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

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The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2	IEA/M1	Manual for National Centers
	IEA/M2	Manual for School Coordinators
	IEA/M3	Manual for Test Administrators
Stage 3	IEA/M1/Stage 3	Manual for National Centers
	IEA/M2/Stage 3	Manual for School Coordinators
	IEA/M3/Stage 3	Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

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T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	9 = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Student Questionnaire

Data Bank Instrument Number QI3G

TM 004 159

Note that the open-ended variables were to be coded by the national centers. In addition, for those variables whose names are not composed of the instrument number and item number, the name used in the Data Bank Manuals appears to the left of the item, in brackets. These names were added by the Data Bank Team, and are not a part of the original instrument.

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QUESTIONNAIRES

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\geq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.

8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

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2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
9 = IV Specialist
X = EA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Student Questionnaire

Data Bank Instrument Number QG3G

TEA/SI/Stage 3

Pup II, p. 43-44

Pup IV, p. 42-47

The questions in Section I are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section I are to be written directly in the test booklet. Please answer the questions on the first page of Section I now.

After the students have completed the questions on the first page, say:

Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to let all students do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

Now you will go on to answer the rest of the questions in Section I. Answers to these questions will be marked on your answer card in Section S. There are 40 questions in this section. When you have finished questions 1-20, turn over the card and continue with questions 21-40 on the other side.

If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.

Are there any questions?

Answer any questions, then say:

Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

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Complete #7 and 19

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Section 7: Initial student expectations

Please answer all of the following questions as best you can. If you have difficulty in understanding any question, raise your hand and ask your teacher for help.

[AGE] A. How old are you? _____ years _____ months

[GRADE] B. What is your grade in school? _____ grade

[FOCC] C. Please write your father's occupation. _____

(If your father is dead, give your guardian's occupation, or, if you do not have a guardian, write your father's occupation before he died.)

In the blank below, describe his occupation as clearly as you can. Please state the duties or positions and for whom he works. For example, if he is a "salesman", tell what he sells and where he works.

_____

_____

_____

[EXPOCC] D. What occupation do you expect to have after you have finished your schooling?

Please describe this occupation as clearly as you can. State the specific duties of the occupation you expect to perform. For example, if you expect to be a "salesman", state what you expect to sell. Also state what type of organization you expect to work for. For example, if you expect to be a clerk, state whether you expect to work for a private firm, a governmental organization, etc.)

_____

_____

_____

[TOT] E. (Optional) Ignore or ask questions to determine the programs or courses of study in which the student is enrolled. See Accompanying Notes and Several Files.)

Please answer the following questions to your greatest ease.

[FLAG] 1. What language did your father speak as a boy?

a. (native language)
b. French
c. English
d. other language

[MLANG] 2. What language did your mother speak as a girl?

a. (native language)
b. French
c. English
d. other language

3. What language(s) is usually spoken in your home by you and your parents? (If you speak more a than one language in the home, indicate first the name of the language most frequently used, second the name of the language most frequently used language.

[HOME1] 3a. First language:

a. (native language)
b. French
c. English
d. other language

[HOME2] 3b. Second language:

a. (native language)
b. French
c. English
d. other language

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.

8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

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4-5: Instrument Within Type

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Instrument Name General Attitude and Descriptive Scales

Data Bank Instrument Number Q13A

Follow the directions on the first page of Section 3 as I read them to you.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers. Mark your answers by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. Now turn the page and begin.

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Q13A

30

Booklet 29

Section 1: GENERAL ATTITUDE AND DESCRIPTIVE SCALES

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

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The items below are statements about the things you do and the things that happen in your school. Decide whether each one is generally true for you or for your school. If you agree with it, put a tick (✓) after A; if you disagree, tick B.

1. The most enjoyable part of my life is the time I spend in school.

   A. Agree _____
   B. Disagree _____

2. Students in this school rarely express opinions which differ from the teacher's.

   A. Agree _____
   B. Disagree _____

3. I generally dislike my school work.

   A. Agree _____
   B. Disagree _____

4. We are not allowed to sit in our classrooms during break.

   A. Agree _____
   B. Disagree _____

5. The teacher often makes you feel small.

   A. Agree _____
   B. Disagree _____

6. There are many school subjects I don't like.

   A. Agree _____
   B. Disagree _____

7. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.

   A. Agree _____
   B. Disagree _____

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
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2 = All Stage 2 Subjects
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Instrument Name General Attitude and Descriptive Scales

Data Bank Instrument Number Q63A

IEA/M3/Stage 3
Pop II, p. 44
Pop IV, p. 42

Follow the directions on the first page of Section 3 as I read them aloud.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.

Answers to questions in this section should be marked on Section H of your answer card. Are there any questions?

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Q63A

IEA/20 ATT
IEA/40 ATT

42

Booklets 41 and 53

Section 3: GENERAL ATTITUDE AND DESCRIPTIVE SCALES

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

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Q63A

IEA/20 ATT

IEA/40 ATT

43

The items below are statements about the things you do and the things that happen in your school. Decide whether each one is generally true for you or for your school. If you agree with it, choose A; if you disagree, choose B.

1. The most enjoyable part of my life is the time I spend in school.

   A. Agree
   B. Disagree

2. Students in this school rarely express opinions which differ from the teacher's.

   A. Agree
   B. Disagree

3. I generally dislike my school work.

   A. Agree
   B. Disagree

4. We are not allowed to sit in our classrooms during break.

   A. Agree
   B. Disagree

5. The teachers often make you feel small.

   A. Agree
   B. Disagree

6. There are many school subjects I don't like.

   A. Agree
   B. Disagree

7. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.

   A. Agree
   B. Disagree

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Q63A

ISA/20 ATT
ISA/67 ATT

4-8

6. I want as much education as I can get.

A. Agree
B. Disagree

9. The students decide for themselves where they will sit in the classroom.

A. Agree
B. Disagree

10. I enjoy everything about school.

A. Agree
B. Disagree

11. I find school challenging.

A. Agree
B. Disagree

12. In our school good behaviour is more important than good grades.

A. Agree
B. Disagree

13. School is not very enjoyable.

A. Agree
B. Disagree

14. The teachers always seem to criticize our best ideas.

A. Agree
B. Disagree

15. The only things I can look forward to in school are weekends and holidays.

A. Agree
B. Disagree

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16. Most teachers expect us to start up when they walk into the classroom.

A. Agree
B. Disagree

17. We are allowed a free choice of some of the subjects we study.

A. Agree
B. Disagree

18. Most of our teachers are very strict about homework.

A. Agree
B. Disagree

19. The teachers do not usually punish a student who waits at the beginning of a lesson that he has not done his homework.

A. Agree
B. Disagree

20. The only thing I like about going to school is the opportunity to work by friends.

A. Agree
B. Disagree

21. I hope eventually to study at a college or University.

A. Agree
B. Disagree

22. There is a clear distinction made in our school between students who are lazy, and those who are less talented.

A. Agree
B. Disagree

23. I agree with people who say, "School days are the happiest days."

A. Agree
B. Disagree

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1. [illegible] [illegible] [illegible]